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little problems that are constantly coming up in the class-hour will still be demanded of the teacher; everyone who uses the method will think up devices of his own for making plain the meaning of new words and constructions; but the foundations of his work are here firmly established for him, and a little experience will soon show him what modifications may be necessary to carry out the spirit of the authors under conditions which may be more or less peculiar to himself.

Of hardly less importance are the selection and the arrangement of the material of the lessons. It is evident that so radical a departure from traditional modes of language-teaching will call for a searching revision of the order in which the different topics shall be approached. The authors have been very successful, it seems to me, in substituting what is, for their purposes, a much more rational line of approach than the time-honored *mensa, servus, bonus, amo*. "Nouns, adjectives, and pronouns are developed together by cases, not by declensions. With each set of forms are taught all the constructions for that particular case which are to be taught at all". "The verb is developed by mood-tenses, not by conjugations" (Preface, vi). Thus the first lesson teaches the second singular of the imperative and the singular of the present indicative, active, of five typical verbs: *ferio, induo, rapio, specto, and torqueo* (arranged thus that the acrostic may assist in memorizing the paradigm). The third takes up the accusative singular of nouns, at least one representative of each declension being given. In the fourth are presented the prepositions governing the accusative. In the sixth the present infinitive is introduced and indirect discourse is taken up. Lessons seven and eight give us the pronominal adjectives (accusative only) and a number of adjectives in common use (arranged in contrasting pairs, *gravem—levis*, etc.). This is quite a wealth of material for only eight lessons, and will provide for abundant and varied drill in question and answer. With the eleventh lesson we have the first story (Red Riding Hood), illustrated by a picture in which the different objects are provided with their Latin names. No doubt there is much in the authors' contention that "the appearance of familiar tales in unfamiliar dress not merely stimulates interest, but greatly facilitates the task of comprehension". I am glad, however, to note that later in the year the pupil is introduced to stories from the mythology and from Caesar, and I am inclined to think the substitution might have come even earlier in the book without too great a sacrifice of interest and ease. One other little criticism occurs to me in this connection: the postponement of the study of the nominative case has resulted in an undue emphasis of the *Oratio Obliqua* forms in the narratives, and sometimes in rather awkward sentences. The nominative has of course been used, more or less, from the start by the teacher, and it might have been employed oftener in these stories, without being set as a paradigm, if the

authors think it best to withhold the formal study of the case until Lesson 22.

Beginners' Latin will require, the authors estimate from a year to a year and a half, to complete the fifty lessons with adequate drill. The second year will then properly be devoted, as they advise, to abundant easy reading. This means 'made Latin', for unfortunately there is no easy reading in the Latin Classics. I hope that either Messrs. Chickering and Hoadley may themselves make a text-book for this purpose, or that some other friend of the Direct Method may be encouraged to fill the want. It should be Roman in subject-matter, idiomatic, but simple in style, and should supply about 200 pages of text with brief Latin foot-notes and a vocabulary in which, as in Beginners' Latin, the meaning is explained without the use of English, or with only so much as may be indispensable. Perhaps the publishers may prefer to give us several smaller books, of varied contents and graded difficulty.

Meanwhile Beginners' Latin may be cordially recommended for trial to all who are dissatisfied with the conventional ways of teaching Latin, and are willing to make a serious effort to get better results. May it make many friends for the Direct Method!

STANFORD UNIVERSITY.

B. O. FOSTER.

DIDO: A LATIN PLAY

The Latin play to which reference was made in THE CLASSICAL WEEKLY 8.170 will be repeated, under the auspices of The New York Latin Club, in the Wadleigh High School, 114th Street, near 7th Avenue, New York City, on Friday, May 14, at 4 P. M. Classical teachers in Colleges and Schools, public and private, are invited to bring with them their students of Vergil. Tickets may be had gratis, from Dr. William F. Tibbetts, Curtis High School, New Brighton, Staten Island. In writing, state the number of tickets desired, (1) for actual students of Vergil, (2) for pupils soon to begin Vergil.

THE NEW YORK LATIN CLUB

On Friday evening, April 16, The New York Latin Club was entertained at the house of Mr. George A. Plimpton. Mr. Plimpton discussed his valuable collection of horn-books and rare manuscripts of Donatus, Priscian, etc. Among other treasures exhibited were a first edition of Milton's Latin Grammar, a first edition of Melanchthon's Greek Grammar, and the first Greek Dictionary printed (1478). Dr. Tibbetts reported that the Greek Scholarship Fund amounts to \$2203.70. The officers for 1915-1916 are: President, Professor George M. Whicher, Hunter College; Vice-President, Professor W. E. Waters, New York University; Secretary, Mr. M. F. Lawton, Bay Ridge High School; Treasurer, Mr. W. F. Tibbetts, Curtis High School; and Censor, Miss Jane G. Carter, Hunter College.

JANE G. CARTER, *Censor*.